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ABSTRACT

Featured are the following: (1) an article on the counselor in the classroom, a program in which counselors offer human relations seminars and also work with students on communication skills in the regular classroom; and (2) an outline of a seminar in behavior modification designed to teach parents how to establish an environment that supports the learning of desirable behavior in order to facilitate better parent-child interaction. Another article describes two programs-Project You (Career Choice)-from Dade County, Florida's Quinmester series. Brief articles summarizing recent and relevant research, publications, proposals, programs, etc. for counselors appears in the Vibrations section. Research findings in the form of annotations of "Dissertation Abstracts" together with comments by members of the Communique staff are also included. (SES)

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communique

resources for practicing counselors

April, 1973 Vol. 2, No. 6

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The Counselor in the Classroom

by Janice Trainer
Sahuaro High School,
Arizona

The counseling and guidance program at Sahuaro High School, Tucson, Arizona, is organized around an "untraditional" model which utilizes separation of guidance and counseling functions. This model is an attempt to increase effectiveness of both services through innovative programs and more involvement with students, teachers, and parents.

One exciting and effective way of getting the counselor out from behind his desk and involved with people is through a variety of classroom activities which are briefly described here.

1. Counselors work with three "Basic English" classes one per day per week. Since these students have a long history of frustration, failure, discouragement and low self-esteem, the purpose of these groups is to encourage and help the student feel that he can have some control over his own life and to engender a more positive attitude toward self, school and life. Group counseling methods and field trips are most useful tools in this class.

2. Glasser, Rogers, Dreikurs and others suggest that the most effective way to solve classroom problems is through group discussion. Counselors are available at the request of teachers to facilitate group discussion when classroom problems arise. The "Fishbowl" technique has been a most effective method in these classroom groups. After observing the counselor for one or two sessions, the teacher can then utilize the same procedures to handle problems as they arise.

3. At the request of teachers, counselors go into a classroom to work with students on communication skills. Some exercises used to develop these skills include listening and responding in a way that indicates the message is understood correctly; sharing perceptions of a topic or word; sending direct messages, etc. Counselors have worked in a team effort with teachers who are presenting units on interpersonal relations. In the same vein, counselors often work with health classes when units on mental health and personality development are covered.

4. In addition to the regular high school orientation program for freshmen, counselors utilize freshman English classes to hold small group "rap sessions" to acquaint the freshmen with themselves and the counseling program, and to allow them to discuss their concerns.

5. The counseling department offers a course (pass-fail) entitled Human Relations Seminar and Laboratory Experience. The course is offered for a two-fold purpose:

(a) To enable the student to learn more about himself and his relationships with others as well as to learn about growth motivation theories which encourage and promote self development. Classroom activities are based on ideas of "Third Force Psychology,"

Exemplary programs this issue are taken from Counselor Ideas in Action, ESEA Title III, Arizona Department of Education.

Also In This Issue

Behavior Mod Seminar for Parents (p. 46)
Materials for College Choice (p. 48)

Rogers, Maslow, Perls and many others.

(b) To develop student leaders who can work with other students in "helping relationships." Since peer influence is very strong during adolescent years, peer models may communicate more effectively than adults with certain students. Each student takes part in laboratory group experiments and plans his own program in a special interest area. Each student is also involved in an outside "action program." The counselor's role in the class is to act as consultant, resource person, reinforcer, encourager, participant, observer, identification model and active guide in certain activities.

Through a variety of involvements such as these, our program has expanded by increased student self-referrals, teacher referrals and improved working relationships with teachers who no longer see us as "quasi" administrators, but as part of the team.

BEHAVIOR

Seminar in Behavior Modification for Parents

Participants:

June Anderson
Donald Butler
Jo Marshall
Edna Peterson
Gene Privette
Thomas Salcito
Adrian Selbst
Rose Steen

(Coronado High School, Arizona)

As counselors at Coronado High School, we have found that many parents want to learn new methods of encouraging healthy and effective behavior in children. Because parents are the most important part of the child's environment, we thought that teaching parents how to establish an environment that supports the learning of desirable behavior would facilitate better parent-child interaction. Our *Seminar in Behavior Modification for Parents* was initiated to further this goal.

The seminar involves approximately ten couples and meets once a week in the evening for six weeks. Two counselors interested in a behavior management approach serve as co-leaders. The sessions are carefully structured to insure maximum amount of instruction in changing behavior through the use of management techniques and group participation. Each of the sessions is devoted to learning one or two basic behavior modification skills which will help bring about changes in childrens' behavior. Role playing is used to demonstrate the application of behavior management techniques. Group discussion and practice of behavior management skills in the group before trying them out at home are also utilized.

Following is a very brief summary of what we hope to accomplish each session: .

First Session

I. Introduction—parents and staff
II. Explain structure of group
III. Explain purpose of a parent group when it seems to be child's behavior causing the trouble.
IV. Behavior modification approach. Parents are briefed on the behavior modification approach—that all behavior is learned—that the child's behavior problem was learned and that he can learn new behaviors which are more desirable.
V. Goals for the first meeting:
   A. To learn to become better observers of behavior.
   B. To learn the skill of formulating or stating the child's problem in terms of *observable* behavior.
VI. Practice observation skills
VII. Role playing demonstration—role playing scenes portraying the following behavior:
   A. Aggressive behavior
   B. Disobedience and giving excuses
   C. Disobedience
   Purpose of role playing and group discussion afterward is to give parents opportunity to think in terms of specific observable behavior.
VIII. Group activity—designed to help the group think in terms of specific behaviors—both good and bad behaviors.
IX. Homework—parents are given forms on which to record their own behavior (number of times parent praised child during week) and their child's behavior (a frequency count of their child's behavior.)

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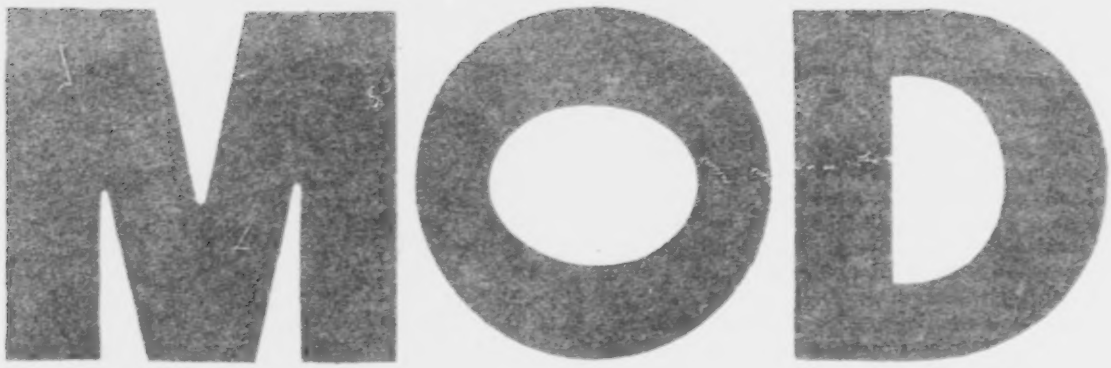
Second Session

I. Behavior modification approach re-emphasized. We are using a treatment method which emphasizes changing behavior, a behavior change model, not an illness model.
II. Goals for parents for second meeting:
   A. To learn to take a baseline record of behavior.
   B. To learn ways of increasing the total amount of positive reinforcement in the family system.
III. Baseline records—discussion of last week's homework assignment. A baseline record is important if parents are to evaluate the effectiveness of behavior modification techniques.
IV. Reinforcement effect:
   A. How behavior is learned (discussion)
   B. Effects of consequences—Much evidence in psychology suggests that events which follow a particular behavior influence future occurrence of that behavior. (parents are given examples)
   C. Contingency—Most important aspect of using rewards to change behavior is to make the reward contingent upon the behavior you wish to increase. We must be willing to pay off for desirable behavior.
   D. Problems which may prevent effective use of reinforcement.
V. Types of reinforcers:
   A. Social reinforcers
      1. Verbal praise
      2. Facial expressions
      3. Physical contact



B. Activity reinforcers
C. Token reinforcers

VI. Role playing—scene in which parents attend to inappropriate behaviors and ignore good behaviors.

VII. Group activity—The group working together will compile a list of suitable reinforcers for their children. Each parent rates each of these from most desirable to least desirable. During the week they ask their children to do the same rating and add other reinforcers which are not on the list. The following week the lists (parents and children) are compared.

VIII. Group discussion—discuss the parent's records—and any problems.

IX. Homework
A. Continue to record parents' praise and occurrences of disobedience.
B. Bring back list of reinforcers which child has rated.
C. Record frequency of a second problem behavior.

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Third Session

I. Homework discussion
A. Discuss the reinforcer lists.
B. Discuss behavior frequency, records of disobedience, and another problem behavior which parents were to keep track of during the week.
C. Discuss recording of parents' use of praise.

II. Goals for parents for third session
A. To specify one desirable behavior which will be reinforced during the next week.
B. To discuss this intervention plan with the child.
C. To ignore inappropriate behavior if possible.

III. Changing behavior using behavior modification techniques.
Instruction sheet—"Steps in Changing Behavior" is handed out and discussed.

IV. Role playing—Scenes using the techniques in III above.

V. Group discussion—Each parent should be helped to choose a goal behavior to selectively reinforce during the coming week. A point recording sheet will be provided for parents to record points earned by the child for engaging in the desired behavior.

VI. Homework
A. Continue recording parental praise.
B. Continue recording disobedience and the second problem behavior.
C. Discuss the plan to reinforce a desirable behavior with the child and work out the point system with him. If possible let child choose the reinforcers.

Fourth Session

I. Homework Discussion—group discussion centering around the parents' use of the point recording forms. Encourage group to help evaluate themselves in regard to their attainment of parental goals.

II. Goals for parents for fifth session
A. To learn the technique of withdrawal of reinforcement.
B. To use reward more frequently than punishment as a form of behavior control.

III. Punishment or aversive control
A. Though behavior can be controlled by both reward and punishment, rewards are preferred for several reasons.
B. Two major types of punishment.
C. Effective punishment must utilize certain techniques.

IV. Role playing—Enact some scenes demonstrating the use of punishment and showing the use of the technique for effective punishment.

V. Group discussion

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Fifth Session

I. Homework discussion—focus on the use of the Point Recording Forms and on how well group members are meeting the parental goals.

II. Goals for parents—sixth session
A. Use praise more and criticism less.
B. Model appropriate behavior.

III. Children's feelings—discussion centering around behavior management techniques and how the learning of such skills by parents can produce happy, self-confident children, who when reinforced for appropriate behavior, learn to provide their own reinforcement in the form of self-evaluative statements—"I am a good person"—"I did a good job."

IV. Role playing—purposes will be to demonstrate how children feel under different reinforcement contingencies.

V. Evaluation

VI. Group discussion
A. Point recording forms.
B. Decide upon the program of reinforcement and behaviors to be reinforced for the coming week.
C. Help parent decide if they need continuing help through individual behavior modification conferences.

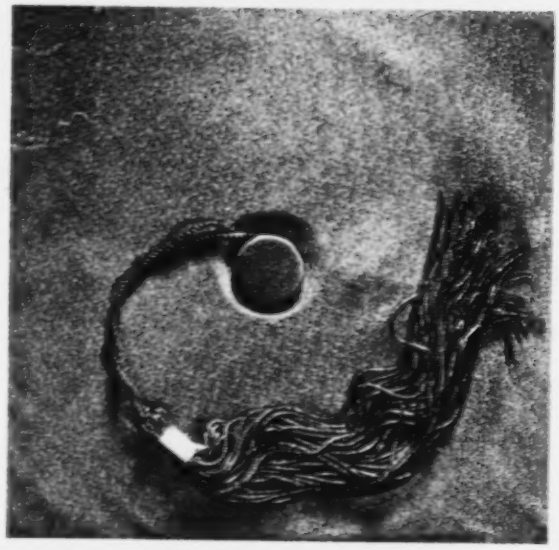
Two New Programs Aid in College Selection

Programs for Career Guidance and College Choice

Most school counselors today are concerned with the need to provide specific activities for students that will help them realistically explore careers and select colleges. The Dade County Public School's Division of Instruction in Miami, Florida, investigated the potential of formal course instruction and leveloped a series of course programs, entitled the Quinmester. These are readily adaptable to any school setting and focus on priority areas in student development. Two of these programs focus on career planning and college choice.

Project You is a course program designed to acquaint pupils with the world of work and the personal characteristics that will help them succeed in their career choices. The curricular offerings are viewed as an intermediate step in planning. The course encompasses research on various theories of career choice, the impact of youth in the labor force, job opportunities and requirements, personal appearance, job applications, and work relationships. Resource personnel from the business community as well as tours to business sites are considered an integral part of the coure activities.

The organization of the course is based on the belief that career development is an ongoing process. The choice of an occupation is actually an expression of an individual's self-concept; therefore, the earlier students begin to feel a sense of worth and self-direction, the greater seems to be their personal achievement and ability to analyze useful alternatives. In **Project You**, an attempt is made to provide a series of exploratory experiences, each requiring evaluation as to its significance for future career development. To achieve the stated purposes of this program, the course emphasizes the following areas of student development: (1) the value of planning; (2) decision-making strategies; (3) personal values assessment; (4) appropriate studying activities; (5) understanding personality traits; (6) the importance of human relations; (7) the significance of understanding personal aptitudes; and (8) the assessment of the importance of work in terms of the world of work, personnel technology, technology and change, today's job market, career investigation, and employer relations.



So You Want to Go to College is the second course program which deals specifically with providing learning experiences which can enhance personal strategies in college selection. The course involves the recognition and understanding of terms necessary for exploring college admission. Insight is gained concerning the relative importance of high school grades and activities, as well as high school testing and college entrance testing. The course examines the junior college system, the senior college system and their interrelationship. It also explores varying campus atmospheres and aspects of campus life. It also discusses handling applications, requesting transcripts, and securing recommendations. Finally, all sources of financial aid and general procedures for applying are studied in this program. The course activities include special student reports, group discussions, research projects, field trips, simulations, and resource personnel.

The authors suggest that involvement in this course will enable students to:

1. Identify major variables involved in the high school profiles.
2. Identify major variables involved in the college profile.
3. Become familiar with the role testing plays in the admissions process and take some or all of the pre-college testing programs.
4. Develop a broad perspective of the financial aid spectrum and be better prepared, along with parents, to assess chances of obtaining it at a specific institution of higher education, as well as to determine the nature of the aid available.
5. Become familiar with the major aspects of the college admissions procedure, particularly in the areas of demonstration of competencies and acceptable performance. These two programs appear to offer students the opportunity to examine personal values and limitations as well as the "nuts and bolts" issue of career exploration and college planning.

Look to future issues of **Communique** for more information on programs in the Quinmester series. The order number for **So You Want to Go to College** is ED 070 015. The ED number for **Project You** is soon to be available and will be announced in the next issue. See EDRS ordering instructions on page 50 to obtain these documents.

VIBRATIONS

HEW Proposes Welfare for College Students to Age 21

Bringing its rules into line with recent court decisions, HEW recently published in the *Federal Register* proposed regulations that would allow some college students from families receiving public assistance to continue receiving welfare payments up until age 21. The regulations are intended to implement the Supreme Court's decision in *Townsend v. Swank*, handed down December 20, 1971. In *Townsend*, the Court ruled that Illinois could not deny payments under the Aid to Families with Dependent Children (AFDC) program to 18 to 20-year-olds in college as long as it gave aid to 18 to 20-year-olds attending high school or vocational school. Under present rules, states now have the option of covering 18 to 21-year-olds who are attending school, and some states that cover such students make a distinction between the types of school the aid recipients must attend. Some states also deny aid to children under age 18 if they are not in school. As a result of the High Court's ruling, states must now include all children otherwise eligible for AFDC who are under 18, and if they choose to cover children 19 and 20 years of age, they must include all who are regularly attending a school, college, or university, or regularly attending a course of vocational or technical training designed to prepare them for gainful employment.

Consideration will be given to any comments, suggestions, or objections to regulations as proposed if they are submitted to the Administrator, SRS, HEW, Washington, D.C. 20201.

Rehabilitation Role Suggested for Colleges

The American Association of Community and Junior Colleges has proposed a plan to divert young offenders from jail to college. Under the proposal, community colleges would provide courts with an alternative to prison and would provide educational, counseling and other services that correctional facilities have failed to deliver. According to Frank Mensel, the AACJC lobbyist who penned the proposal, the plan is still an idea looking for a buyer. But the proposal is circulating in LEAA and the Federal Bureau of Prisons. Ford Foundation is interested and lawyers, judges' organizations, and other groups, including the National Council on Crime and Delinquency, back the idea. The proposal parallels the move on the part of corrections officials toward community-based facilities and programs and provides at least a partial answer to "crowded and learning-barren prisons." It would also encourage community colleges to fashion their own roles as community agents. "In states where the community colleges are widely and readily accessible," Mensel explained, "it may be possible that such offenders could be tested scholastically and psychologically by the college as a routine step in the pre-sentence processes." Most resources needed for the program already exist, he noted, but colleges would need funds for additional counseling and teaching staff, plus some technical assistance.

As estimated, the project would cost about $90,000 for the first year of coordination and planning. He hopes colleges might pick up on the idea by themselves. Ideally, the community colleges would work with other community agencies. Mensel would like to hear from interested staffs at community colleges, corrections officials, community mental health centers and other agencies. For copies of the plan, write Mensel at AACJC, One Dupont Circle, Suite 410, Washington, D.C. 20036.

Drug Films a Bad Scene

"Drug abuse education films available today are doing more harm than good," said Richard Earle, president of the National Coordinating Council on Drug Education as the Council published its third annual evaluation. The results were grim. Of the 220 films rated, 16% were "scientifically and conceptually acceptable," 31% were totally unacceptable and 53% were tagged "restricted" —about as bad as totally unacceptable. Earle noted that there is a lot of good research around for film producers to consult. Any who don't must face the accusation of "joining the multi-million dollar drug education hustle." He added that in most cases it "would be far better to show nothing than to unreel one of these efforts." However, the Council praised three companies for consistently producing good material and for making positive changes in response to previous criticism. They are Guidance Associates, Pleasantville, N.Y.; Wombat Productions, White Plains, N.Y; and Concept Films, Washington, D.C. The Council, however, discouraged teachers and counselors from depending on drug films to do the education job. Even recommended films are best used in a discussion group that includes someone with accurate answers to questions. The 119-page evaluation manual describes each film studied and provides information on availability, criticism and cautionary notes on whether or how the film should be used. This document is available for $5 from NCCDE, 1211 Conn. Ave., N.W. Suite 212 Washington, D.C. 20036.

Landmark Decision or False Alarm?

York's Suffolk County Supreme Court in the case of Howard L. Young against the Board of Education Number 6, Town of Huntington, could have important ramifications for attendance teachers, school social workers, and other pupil personnel services professionals throughout the nation. A tenured attendance teacher's position in Long Island was abolished by the Board of Education on June 30, 1972.

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The attendance teacher was informed by letter that he had been placed on a preferred eligibility list and was entitled to reinstatement whenever, within four years, a vacancy in a similar position developed. Although the position was abolished, the duties of the attendance teacher were spread among other employees who, the court noted, were not certified as attendance teachers, nor possessed of any perferred eligibility in respect to that position. The court recognized the district's right to determine that certain positions are no longer needed, but stated that the district could not abolish a position and then hire nontenured teachers to perform the same duties in the position just abolished. The court ruled that the attendance teacher had been deprived of his tenure rights under the Education Law. The court further ruled that although the district had a perfect right to determine whether a full-time attendance teacher is required, the attendance teacher is entitled to be employed in any such part-time position at a proportionate salary. The court then ordered the district to restore the petitioner to the position of attendance teacher whether it is full or part time. The decision has been appealed by the school district and could be overturned by a higher court. In any event, it will be a long time before a final decision is reached. The case, if upheld, could be a landmark decision.

Adolescent Mother Rate Rising

American Education (December, 1972) reports that one in every ten 17-year-old girls in the United States is a mother. Such a statistic certainly speaks to the need for sex education, but may speak even more eloquently to the need for appraising adolescent females of alternative means of enhancing self-esteem. Many of these young mothers were aware of birth control information but rejected its use. Some wanted to get pregnant—reasoning that a child would give them something to love, something of their very own. Certainly counselors should be aware of what loneliness and despair is inherent in the psychological makeup of a female who consciously opts for maturity at such an early age. Sex education may help many adolescent females, but if it is not combined with other counseling programs designed to enhance self esteem and to present attractive alternative means of meeting psychological needs it is unlikely to help those females in greatest need of help.

"Project Place" Booming in Boston

Boston's Project Place is one of the largest crisis-intervention and emergency help organizations in the country. Services include: residential facility and counseling for people under 18 in a crisis situation; hot-line counseling and referral service which handles 50,000 calls a year; mobile van providing 24-hour counseling and paramedical service; a clearinghouse for information on alternative life styles; and a variety of other helping, training and educational facilities. For specific information on this program, contact Robert Zimmerman, PP, 32 Rutland St., Boston, MA 02118.

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Accountability Study: Seven-State Project

The key word in education circles today is still accountability. Most educators agree that the major objective of accountability is to provide the highest possible quality of education for every member of society while bringing about learning that can be shown to be commensurate with the resources being committed to a program. In response to this objective, the Cooperative Accountability Project (CAP) was formed. CAP is a seven-state, three-year program which began in April, 1972, and is financed under the Elementary and Secondary Education Act. The cooperating states are Colorado, Florida, Maryland, Michigan, Minnesota, Oregon, and Wisconsin. The project's focus is to develop a comprehensive accountability system for states as opposed to developing a model for specific interest groups. The accountability process is basic, however, and applicable for use by any educational group. The State Educational Accountability Repository (SEAR), one feature of CAP, will provide current information to state departments of education on accountability and statewide assessment programs. Approximately 300 publications are on file in SEAR including legislative mandates, assessment and accountability models, cost analyses, educational goals, performance objectives, task force reports, test instrument data, pilot programs, student and teacher questionnaires, handbooks, workshop formats and bibliographies. A bibliography of documents in SEAR may be obtained by writing: Dr. Jack G. Schmidt, Project Supervisor, Division for Planning Services, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

Career Education Models Miss Mark, Panel Claims

A desire "for something to show" in a short period of time has severely damaged the USOE's school-based career education models, charged a 9-member panel of evaluators. The evaluation report, written by Senta Raizer of the Rand Corporation, said USOE restrictions on the contractor for the models at six school sites "ensured a low-quality product." The contractor, Ohio State University's Center for Vocational and Technical Education, was given the task of developing career guidance models and field testing them in a variety of school sites. However, the evaluators stated that the contractor was never given full responsibility for the project's progress and was never given a clear definition of career education.

Women Offered New Service Options

If the Equal Rights Amendment is ratified, the US Air Force plans to admit up to 80 qualified females in the 1975 school year. The Lackland Air Force Base Officers Training School currently is graduating 250 women officers. Six women have been commissioned in the past three years under the reserve officers training corps, and another 900 are currently working toward their ROTC commissions at colleges and universities.

Eastern Kentucky University and Texas A&M University are among 10 colleges and universities in the country selected to offer Army ROTC programs to women beginning next fall. The test-pilot projects will permit women for the first time to be commissioned as second lieutenants through Army ROTC participation. Women who enroll in the programs will be eligible to compete for four-year scholarships during the 1972-73 academic year.

Research from the Ivory Tower

(Dissertations)

Is there a relationship between a college's orientation program, attrition rates, and the academic success of participating students? Using selected students from both the summer and fall orientation programs of 1969 and 1970 at Arizona State University, Bruns (1972) tested the validity of the assumption that students from all academic levels are likely to benefit equally from an orientation program. His findings were (1) students who participated in summer orientations usually succeeded academically to a greater degree than students who participated in fall programs; (2) out-of-state students who participated in summer orientation programs were more successful academically than out-of-state students who participated in fall programs; (3) females had a higher level of academic achievement than males regardless of which orientation program they took; and (4) there was no significant difference between dropouts who participated in the summer programs and dropouts who participated in the fall orientation programs.

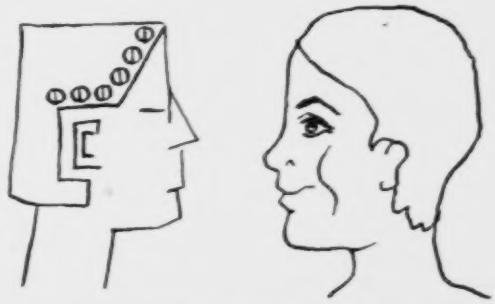
Dissertation Abstracts International
Vol. 33 # 4 p. 1344-A•

Comment: Although we can predict greater academic success for students, in-state or out-of-state, who have participated in summer orientation programs, we must be careful not to look for the cause of this academic success in the orientation program, alone. It could also be the case that those students who choose the earlier, summer orientation program are more committed academically to their college years than the students who choose the later, fall orientation.

While most of us are familiar with the concepts of the student council, we are probably in need of further information to clarify the operation and effectiveness of this body. By surveying all schools in Arizona of the North Central Association Secondary Schools, Coy (1972) drew the following conclusions: (1) while the authority and responsibility of the student council is not clearly understood by students, the student council is perceived as a positive influence in the secondary schools; (2) while location and size of the school do not cause substantial differences in the attitudes of members, non-members, sponsors, and administrators toward the concepts of student council, communication between the council, the student body, and administration needs improvement; (3) administrators are not making themselves available to students; non-members' ideas are being heard but not used in the council; and (4) the position that the student council is to occupy in the educational process is unclear, whether it be extracurricular or part of the regular system.

Dissertation Abstracts International
Vol. 33 # 4 p. 1313-14-A•

Comment: Student councils seem to be operating more as a forum for the catharses of students than as an arena in which decision-making power is shared with the school administration. If students feel they are simply being kept busy and out of the power mainstream, they may find more disruptive ways to effect their views.



Students differentiate between counselors as personal and impersonal, and they are selective as to which problems they will discuss with which counselors. A doctoral study on students' perceptions of the counselor's function was conducted in two high schools, using 400 seniors evenly distributed among 16 counselors. Findings were that: (1) students were willing to take both personal-social problems and vocational-educational problems to counselors whom they perceived as manifesting personal types of behavior; (2) in one of the two high schools, girls were more likely to discuss, willingly, personal-social problems with their counselors than boys; (3) students with a higher rank in class were more willing to dicuss personal-social problems with counselors; (4) the number of years a student had been with his present counselor was not significant in determining his willingness to discuss personal-social problems with counselors; and (5) students with a greater number of contacts with their counselors during the year were more likely to discuss, willingly, personal-social problems.

Dissertation Abstracts International
v33 #4 pp. 1445-A•

Comment: Maybe counselors and counselor educators are not the people to be defining counselor functions. Instead, maybe counselors' constituencies (in conjunction with the involved counselors) should be listened to more closely by both counselors and counselor educators. For, in the final analysis, it is the clients' perceptions that determine the type of problems on which they will work and their choice as to the counselor with whom they wish to work on the problem.

Can students be separated into groups with traits that are unique, exclusive, and independent according to their differing value systems? If so, do students with markedly different value systems perform differently in school? Using 18 sophomores and 18 seniors in each of three Iowa high schools, Cook (1972) attempted to answer these questions and thereby measure the degree to which students attitudes are in agreement with the mainstream of society on social problems. Findings and results separated three distinct and mutually exclusive known "types" of students: conformists, individualists, and ambivalents. The conformists had a high grade point average, were a female majority, were the thinkers and problem solvers, valued peer

relationships greatly, and went to extremes in keeping social relationships intact. The individualists had an average grade point average, were very determined to solve problems, and were frank, affirmative and non-issue dodgers. The ambivalent types had a very strong sense of self-reliance, were realistic, practical, and exhibited creativeness. Although they were strong on personal convictions, they tended to be dishonest with parents if this was a way to solve a problem. In addition, conformists complied with institutional goals, respect for authority, and rules and regulations to a greater extent than did either the individualists or the ambivalent types. These conclusions were drawn: (1) students can be seperated into distinct and mutually exclusive groups according to their value systems, and (2) students' value systems are clearly related to their academic performance in school.

Dissertation Abstracts International
v33 #4 pp. 1347-48-A•

Comment: Of the students with whom you are in contact, can you make a distinction between conformists, individualists, and ambivalent types? How do you relate to these different types?

In order to implement a successful change program, is it necessary to be aware of research knowledge about change models and strategies? Secondly, is there a direct connection between the models of change posited by researchers and the actual processes of change as they occur in the schools? A study of three Colorado secondary schools that had recently adopted innovations concluded: not only is knowledge of research on change and change strategies unnecessary but also, there is seldom a direct application of one model to the change process. Other conclusions included the following: (1) most school personnel gain knowledge about the principles of successful change efforts through actual rather than educative experiences; (2) the school principal was a key factor in the successful implementation of the change effort; (3) if change is to be successful, a majority of staff members must be involved in development activities; and (4) successful change depends upon a definite commitment from the majority of the school staff to implement the change program. Ideally, the commitment to plan for change will precede he commitment to act.

Dissertation Abstracts International
v33 #4 pp. 1338-A•

Comment: We could probably put this information to work for us in creating a school-wide counseling program that will meet the needs of students, teachers, administrators, and counselors. How? Involve all four parties in evaluating current counseling services and recommending new ones. No formal knowledge of change models is required to introduce viable, involving programs!

What are the main sources of influence on premarital sexual standards? The family? Biological sex drives? Courtship? Religion? Education? Mass media? Nix on all of these! Close friends were perceived to have greater similarity to and more influence on the sexual standards and ideological perspectives of students than were parents. That is, the source of socialization for sexual standards, sexual interaction, and sexual knowledge is one's youth culture, the peer grouping of close friends. This investigation, using a random sample of 300 students at Southern Illinois University, also found a higher level of sexual permissiveness than was found in earlier comparable research. Nevertheless, this general pattern of dissimilarity in views between students and their parents did not produce generally hostile relationships between them. The study suggested that the amount of interaction between the individual and his close friends and parents is related to the similarity in perspectives.

Dissertation Abstracts International
v33 #3 pp. 1242-A•

Comments: Maybe parents are unaware that their lack of discussion of issues with their children is one reason for their children's holding dissimilar views. This information could be used to discuss difficult parent-child relationships in counseling sessions with parents alone and with parents and their children.

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